

# OVERVIEW OF THE FY 2013 RACE TO THE TOP – DISTRICT COMPETITION



**August 2013**



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## Webinar Information

Webinar slides available for download at  
[www.ed.gov/programs/racetothetop-district](http://www.ed.gov/programs/racetothetop-district)

Technical difficulties: call 800-500-7045

Questions can be submitted through the **webinar chat feature**.



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# Welcome

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# Questions

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- ❑ Please note that due to the large number of participants on today's webinar, we will only be accepting questions via the chat feature and will try to get to as many as possible.
- ❑ We will not respond to questions individually; instead we will share the questions and responses with all participants.
- ❑ Please feel free to send in technical, clarifying, or logistics questions. As mentioned in the RSVP message, we are unable to answer questions about a specific approach or individual proposal.
- ❑ If you have questions that are not addressed during the webinar or in the FAQs, please submit them by email to [2013.racetothetop.district@ed.gov](mailto:2013.racetothetop.district@ed.gov).
- ❑ We will be hosting additional webinars to answer questions submitted to our email box. Additional webinars will be held approximately every other week depending on the number of questions that we receive. Please see the Department's website for dates and registration information for future webinars.



# Agenda

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## Part 1

- Background, Purpose and Resources
  - Overview of FY 2013 Race to the Top – District Competition
- Overview of the FY 2013 Notice Inviting Applications (NIA)
  - Eligibility Requirements
  - Absolute Priorities
  - Selection Criteria
- Changes from FY 2012 Competition, Additional Resources and Questions



# Agenda

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## Part 2

- Overview of the FY 2013 Notice Inviting Applications (NIA) (continued)
  - Competitive Preference Priority
  - Application and Program Requirements
- How the Pieces Fit Together
- Peer Review and Scoring
- Application Submission
- Intent to Apply
- Additional Resources and Questions



# Agenda

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## Part 1

- Overview of FY 2013 Race to the Top – District Competition
  - Background, Purpose, and Resources
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# Race to the Top - District Program

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Purpose of Race to the Top - District Program:

- To build on the lessons learned from past Race to the Top competitions and to support bold, locally directed improvements in learning and teaching that will directly improve student achievement and educator effectiveness.





# Race to the Top - District Program

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- The FY 2013 Race to the Top - District competition is aimed squarely at classrooms and the all-important relationship between educators and students. The notice invites applicants to demonstrate how they can personalize education for all students in their schools.
- The FY 2013 Race to the Top - District competition will encourage and reward those local educational agencies (LEAs) or consortia of LEAs that have the leadership and vision to implement the strategies, structures, and systems needed to implement personalized, student-focused approaches to learning and teaching that will produce excellence and ensure equity for all students.

# Race to the Top - District Program

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## FY 2013 RACE TO THE TOP – DISTRICT COMPETITION BACKGROUND

**Please note, this document contains select excerpts from the Fiscal Year (FY) 2013 Race to the Top - District Notice Inviting Applications (NIA) and Notice of Final Priorities, Requirements, Definitions, and Selection Criteria (NFP). Interested applicants are strongly encouraged to use the full NIA, NFP, and Frequently Asked Questions (FAQs) when developing their proposals.**

The purpose of the FY 2013 Race to the Top – District competition is to build on the lessons learned from past competitions conducted under the Race to the Top program and to support bold, locally directed improvements in learning and teaching that will directly improve student achievement and educator effectiveness.

### **Background**

#### Race to the Top

The Race to the Top program, authorized under the American Recovery and Reinvestment Act (ARRA) (Pub. L. 111-5), as amended, is centered on four core educational reform areas:

- (a) Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- (b) Building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction;
- (c) Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- (d) Turning around the Nation's lowest-achieving schools.

In 2010, the Department conducted Race to the Top State competitions, which provided incentives to States to adopt bold and comprehensive reforms in elementary and secondary education and laid the foundation for unprecedented innovation. A total of 46 States and the District of Columbia put together plans to implement college- and career-ready standards, use data systems to guide teaching and learning, evaluate and support teachers and school leaders, and turn around their lowest-performing schools. The Race to the Top State competitions provided States with incentives to implement large-scale, system-changing reforms designed to improve student achievement, narrow achievement gaps, and increase graduation and college enrollment rates.

The Race to the Top Assessment program, also authorized under the ARRA, supports consortia of States in developing new and better assessments aligned with high standards.

In 2011, the ARRA was amended by section 1832(b) of Division B of the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (Pub. L. 112-10), which added an additional education reform area: strengthening the quality of early learning and development programs and increasing access to high-quality early learning programs for all children, including those with high needs. As a result, the Department had the authority to use a portion of the FY 2011 and FY 2012 appropriations for Race to the Top on the Race to the Top-Early Learning Challenge program, which is jointly administered by the Departments of Education and Health and



# Race to the Top - District Program

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## Core Educational Assurance Areas:

- ❑ Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- ❑ Building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction;
- ❑ Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- ❑ Turning around lowest-achieving schools.



# FY 2013 Race to the Top - District Competition Resources

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## **FY 2013 Application Resources:**

- Executive Summary
- Application
  - Electronic Budget Spreadsheets
  - Application Formatted for Added Accessibility
- Frequently Asked Questions
- Notice of Final Priorities (NFP)
- Notice Inviting Applications (NIA)
- Fast Facts
- Background on FY 2013 Race to the Top - District Competition

These resource are available at:

[www.ed.gov/programs/racetothetop-district](http://www.ed.gov/programs/racetothetop-district)



# FY 2013 Competition Timeline

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- Intent to Apply Due (Optional): August 23, 2013
  - The form can be found at  
<http://www2.ed.gov/programs/racetothetop-district/index.html>
- Applications Due: October 3, 2013
- Grant Award Announcements: December 2013



# Additional Resources

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- Upcoming Technical Assistance Webinars:
  - Applying as a Consortium: August 13, 2013
  - Application and Submission Details: August 27, 2013
  - Preparing the Budget: September 4, 2013
- Webinars to Answer to Questions Submitted to the Email Box: first such webinar will be held August 15, 2013
  - Following today's webinar, submit any additional questions to:  
[2013.racetothetop.district@ed.gov](mailto:2013.racetothetop.district@ed.gov)
- To RSVP or find more information on future webinars, updates to FAQs, and any other resources, please visit:  
[www.ed.gov/programs/racetothetop-district](http://www.ed.gov/programs/racetothetop-district)
- Successful FY 2012 applications are available on the Department's website:  
<http://www2.ed.gov/programs/racetothetop-district/awards.html>



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# Understanding the NIA

*Note: Please see the NIA, FAQs and Application for further information on all sections in this presentation*

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## Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 40% low-income students
- Commitment to core assurance areas
- Relevant signatures
- Successful applicants from past Race to the Top – District competitions may not apply

## Priorities:

- Absolute 1: Personalized Learning Environments
- Absolute 2: Non-Rural LEAs in Race to the Top States
- Absolute 3: Rural LEAs in Race to the Top States
- Absolute 4: Non-Rural LEAs in non-Race to the Top States
- Absolute 5: Rural LEAs in non-Race to the Top States
- Competitive Preference: Results, Resource Alignment and Integrated Services (optional)

## Selection Criteria:

- Vision
- Prior Record of Success and Conditions for Reform
- Preparing Students for College and Careers
- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability

## Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

## Application Requirements:

- Comment period: State and mayor
- Consortia requirements



# Understanding the NIA

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## Selection Criteria:

- Vision

Must meet in order to be eligible

- Continuous Improvement
- Budget and Sustainability

## Program/Other Requirements, e.g.:

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and Conditions for Reform  
College and Careers  
ture

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- Preparing Students for College and Careers
- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability

## Program/Other Requirements, e.g.:

**Must address -and meet- this priority**

- Discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

## Application Requirements:

- Comment period: State and mayor
- Consortia requirements

# Understanding the NIA

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- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability

## Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Type of work
- Consortia requirements

Indicate one; not scored

# Understanding the NIA

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- Budget
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- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

## Application Requirements:

- Comment period: State and mayor
- Consortia requirements

Optional area of interest  
that extends the core work

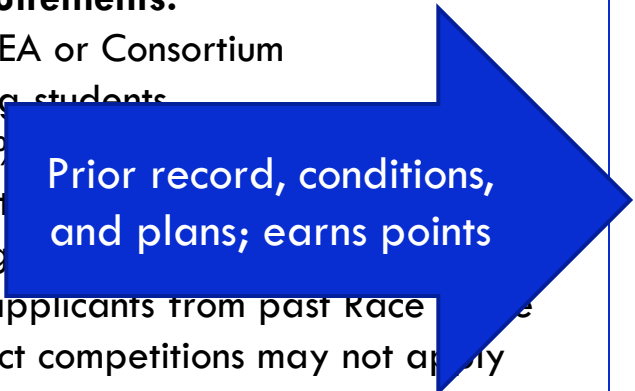
# Understanding the NIA

*Note: Please see the NIA, FAQs and Application for further information on all sections in this presentation*

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## Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 40%
- Commitment
- Relevant signature
- Successful applicants from past Race to the Top – District competitions may not apply



Prior record, conditions, and plans; earns points

## Priorities:

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- Scope of work
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## Application Requirements:

- Comment period: State and mayor
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- Absolute 5: Rural LEAs in non-Race to the Top States
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Requirements for grantees

## Selection Criteria:

- Vision
- Prior Record of Success and Conditions for Reform
- Preparing Students for College and Careers
- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability

## Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

## Application Requirements:

- Comment period: State and mayor
- Consortia requirements

# Understanding the NIA

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## Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 40% low-income students
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- Relevant signatures
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- Absolute 4: Non-Rural LEAs in non-Race to the Top States
- Absolute 5: Rural LEAs in non-Race to the Top States
- Competitive Preference: results, resource Alignment and Integrated Services (optional)

Requirements for applicants

## Selection Criteria:

- Vision
- Prior Record of Success and Conditions for Reform
- Preparing Students for College and Careers
- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability

## Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

## Application Requirements:

- Comment period: State and mayor
- Consortia requirements



# Agenda

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## Part 1

- Overview of FY 2013 Race to the Top – District Competition
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- Changes from FY 2012 Competition, Additional Resources and Questions





# Eligibility Requirements

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- Eligible applicants:
  - Individual LEAs (as defined) or a consortium of LEAs serving at least 2,000 **participating students** (as defined)
  - Consortium of LEAs serving fewer than 2,000 participating students, provided that those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined)
- An LEA may only participate in one Race to the Top - District application
- Successful applicants (i.e., grantees) from past Race to the Top – District competitions may not apply for additional funding.
- At least 40 percent of participating students across all **participating schools** (as defined) must be from low-income families
- Applicants must demonstrate commitment to the core educational assurance areas (as defined)
- Application must be signed by the superintendent or chief executive officer (CEO), local school board president, and local teacher union or association president (where applicable)



Key definitions



Helpful FAQs

FAQ  
C-1



# Eligibility Requirements

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- ❑ Eligible applicants:
  - ❑ Individual LEAs (as defined) or a consortium of LEAs serving a minimum of 2,000 **participating students** (as defined)
  - ❑ Consortium of LEAs serving fewer than 2,000 participating students, provided that those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined)
- ❑ An LEA may only participate in one Race to the Top - District application
- ❑ Successful applicants (i.e., grantees) from past Race to the Top – District competitions may not apply for additional funding.
- ❑ At least 40 percent of participating students across all **participating schools** (as defined) must be from low-income families
- ❑ Applicants must demonstrate commitment to the core educational assurance areas (as defined)
- ❑ Application must be signed by the superintendent or chief executive officer (CEO), local school board president, and local teacher union or association president (where applicable).

FAQ  
C-1

FAQ  
C-9

FAQ  
C-11

FAQ  
C-13

FAQ  
C-14



# What is a consortium?

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- All members of the consortium must be eligible local educational agencies (as defined)
- Either of the following can constitute a consortium:
  - One member (i.e. lead LEA) of the consortium applies for a grant on behalf of the consortium; or
  - The consortium establishes itself as a separate, eligible legal entity and applies for the grant on its own behalf

NOTE: A consortium of LEAs can be made up of fewer than 10 LEAs if it serves more than 2,000 participating students

FAQ  
C-1

FAQ  
C-2

FAQ  
C-4



# Eligibility Requirements –

## Commitment to Core Educational Assurance Areas

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An applicant must demonstrate its commitment to the core educational assurance areas (as defined), including, for each LEA included in an application, an assurance signed by the LEA's superintendent or CEO that--

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year--

- (A) **A teacher evaluation system** (as defined);
- (B) **A principal evaluation system** (as defined); and
- (C) **A superintendent evaluation** (as defined);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by--

- (A) Being located in a State that has adopted college- and career-ready standards (as defined); or
- (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined)

FAQ  
C-23

FAQ  
C-25

FAQ  
C-26

FAQ  
C-27

FAQ  
C-28



# Eligibility Requirements –

## Commitment to Core Educational Assurance Areas

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An applicant must demonstrate its commitment to the core educational assurance areas (as defined), including, for each LEA included in an application, an assurance signed by the LEA's superintendent or CEO that--

- (iii) The LEA has a robust data system that has, at a minimum--
  - (A) An individual teacher identifier with a teacher-student match; and
  - (B) The capability to provide timely data back to educators and their supervisors on student growth (as defined);
- (iv) The LEA has the capability to receive or match student-level preschool-through-12th grade and higher education data; and
- (v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA).

FAQ  
C-30

FAQ  
C-31

FAQ  
C-32



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# Absolute Priority 1:

## Personalized Learning Environments

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To meet this priority, an applicant must coherently and comprehensively address how it will build on the core educational assurance areas (as defined) to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards (as defined) or college- and career-ready graduation requirements (as defined); accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers.



# Absolute Priorities 2-5

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Each applicant must indicate one priority from Absolute Priorities 2-5

- Absolute Priority 2, Non-Rural LEAs in Race to the Top States
- Absolute Priority 3, **Rural LEAs** in Race to the Top States
- Absolute Priority 4, Non-Rural LEAs in non-Race to the Top States
- Absolute Priority 5, **Rural LEAs** in non-Race to the Top States

## Notes:

- Absolute Priorities 2-5 are not judged by peer reviewers.
- **Race to the Top Phase 1, 2, and 3 States are:** Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.

FAQ  
D-1

FAQ  
D-3

FAQ  
D-4

FAQ  
D-5





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# Selection Criteria

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- A. Vision (40 points)
- B. Prior Record of Success and Conditions for Reform (45 points)
- C. Preparing Students for College and Careers (40 points)
- D. LEA Policy and Infrastructure (25 points)
- E. Continuous Improvement (30 points)
- F. Budget and Sustainability (20 points)
- Competitive Preference Priority (10 points)



# Selection Criterion A – Vision (40 points)

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(A)(1) The extent to which the applicant has set forth a comprehensive and coherent reform vision that—

- (a) Builds on its work in four core educational assurance areas (as defined);
- (b) Articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests; and
- (c) Describes what the classroom experience will be like for students and teachers participating in personalized learning environments.



# Selection Criterion A – Vision (40 points)

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(A)(2) The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including:

(a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined) collectively meet the competition's eligibility requirements;

(b) A list of the schools that will participate in grant activities (as available); and

(c) The total number of participating students (as defined), participating students (as defined) from low-income families, participating students (as defined) who are high-need students (as defined), and participating educators (as defined). If participating schools (as defined) have yet to be selected, the applicant may provide approximate numbers.

FAQ  
C-6

FAQ  
C-7

FAQ  
C-8

FAQ  
C-9



# Selection Criterion A – Vision (40 points)

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(A)(3) The extent to which the application includes a **high-quality plan** (as defined) describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools (as defined), and will help the applicant reach its outcome goals (e.g., the applicant's logic model or theory of change of how its plan will improve student learning outcomes for all students who would be served by the applicant);



# Selection Criterion A – Vision (40 points)

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(A)(4) The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student **subgroup** (as defined), for each participating LEA in the following areas:

- (a) Performance on summative assessments (proficiency status and growth);
- (b) Decreasing achievement gaps (as defined);
- (c) Graduation rates (as defined);
- (d) College enrollment (as defined) rates.

Optional: The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:

- (e) Postsecondary degree attainment.

FAQ  
E-2

FAQ  
E-4

FAQ  
E-7



# Selection Criterion A – Vision (40 points)

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## (A)(4) LEA-wide goals for improved student outcomes

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):

Methodology for determining status (e.g., percent proficient and above):

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
[e.g., subject, grade, proficiency status or growth]	OVERALL							
	[Subgroup 1]							
	[Subgroup 2]							
	[Subgroup 3]							
	[Subgroup 4]							
	[Subgroup 5]							
	[Subgroup 6]							
	[Subgroup 7]							
	[Subgroup 8]							

FAQ  
E-5

FAQ  
E-6

FAQ  
E-8



# Selection Criterion B –

## Prior Record of Success and Conditions for Reform (45 points)

40

The extent to which each LEA has demonstrated evidence of--

(B)(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant's ability to--

- (a) Improve student learning outcomes and close achievement gaps (as defined), including by raising student achievement, high school graduation rates (as defined), and college enrollment (as defined) rates;
- (b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined) or in its low-performing schools (as defined); and
- (c) Make student performance data (as defined) available to students, educators (as defined), and parents in ways that inform and improve participation, instruction, and services.





# Selection Criterion B –

## Prior Record of Success and Conditions for Reform (45 points)

41

The extent to which each LEA has demonstrated evidence of--

(B)(2) A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

- a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances;
- b) Actual personnel salaries at the school level for instructional staff only;
- c) Actual personnel salaries at the school level for teachers only; and
- d) Actual non-personnel expenditures at the school level (if available).

(B)(3) Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal;

FAQ  
E-11

FAQ  
E-12

FAQ  
E-13



# Selection Criterion B –

## Prior Record of Success and Conditions for Reform (45 points)

42

The extent to which each LEA has demonstrated evidence of--

(B)(4) Meaningful stakeholder engagement throughout the development of the proposal and meaningful stakeholder support for the proposal, including:

(a) A description of how students, families, teachers, and principals in participating schools (as defined) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including--

(i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined); or

(ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined) support the proposal; and

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.



# Selection Criterion C –

Preparing Students for College and Careers (40 points)

43

The extent to which the applicant has a *high-quality plan* (as defined) for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all *participating students* (as defined) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined) and college- and career-ready graduation requirements (as defined) and accelerate his or her learning through support of his or her needs.



# Selection Criterion C –

## Preparing Students for College and Careers (40 points)

44

This includes the extent to which the applicant has a **high-quality plan** (as defined) that includes the following:

(C)(1) *Learning*: An approach to learning that engages and empowers all learners, in particular high-need students (as defined), in an age-appropriate manner.

(C)(2) *Teaching and Leading*: An approach to teaching and leading that helps **educators** (as defined) to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards (as defined) or college- and career-ready graduation requirements (as defined) by enabling the full implementation of personalized learning and teaching for all students, in particular high-need students (as defined).

FAQ  
E-15

FAQ  
E-16

FAQ  
E-17

FAQ  
E-18



# Selection Criterion D –

## LEA Policy and Infrastructure (25 points)

45

The extent to which the applicant has a **high-quality plan** (as defined) to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined) and level of the education system (classroom, school and LEA) with the support and resources they need, when and where they are needed. This includes the extent to which--

(D)(1) The applicant has practices, policies, and rules that facilitate personalized learning by--

- (a) Organizing the LEA central office, or the consortium governance structure (as defined) to provide support and services to all participating schools (as defined);
- (b) Providing **school leadership teams** (as defined) in participating schools (as defined) with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets;
- (c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;
- (d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and
- (e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners.



# Selection Criterion D –

## LEA Policy and Infrastructure (25 points)

46

The quality of the plan will be determined based on the extent to which--

(D)(2) The LEA and school infrastructure supports personalized learning by--

- (a) Ensuring that all participating students (as defined), parents, educators (as defined), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;
- (b) Ensuring that students, parents, educators (as defined), and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);
- (c) Using information technology systems that allow parents and students to export their information in an open data format (as defined) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and
- (d) Ensuring that LEAs and schools use interoperable data systems (as defined) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).



# Selection Criterion E –

## Continuous Improvement (30 points)

47

Because the applicant's plans represent the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plans. This will be determined by the extent to which the applicant has--

(E)(1) A **high-quality plan** (as defined) for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The plan must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

(E)(2) A **high-quality plan** (as defined) for ongoing communication and engagement with internal and external stakeholders;



# Selection Criterion E –

## Continuous Improvement (30 points)

48

(E)(3) Ambitious yet achievable performance measures, overall and by subgroup (as defined), with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe--

- (a) Its rationale for selecting that measure;
- (b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and
- (c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant should have a total of approximately 12 to 14 performance measures.

The chart below outlines the required and applicant-proposed performance measures based on an applicant's applicable population.

Applicable Population	Performance Measure
<b>All</b>	<ul style="list-style-type: none"><li>a) The number and percentage of participating students (as defined), by subgroup (as defined), whose teacher of record (as defined) and principal are a highly effective teacher (as defined) and a highly effective principal (as defined); and</li><li>b) The number and percentage of participating students (as defined), by subgroup (as defined), whose teacher of record (as defined) and principal are an effective teacher (as defined) and an effective principal (as defined).</li></ul>

**FAQ**  
**E-22**

**FAQ**  
**E-23**

**FAQ**  
**E-25**





# Selection Criterion E –

## Continuous Improvement (30 points)

49

Applicable Population	Performance Measure
<b>PreK-3</b>	<ul style="list-style-type: none"><li>a) Applicant must propose at least one age-appropriate measure of students' academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and</li><li>b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).</li></ul>
<b>4-8</b>	<ul style="list-style-type: none"><li>a) The number and percentage of participating students (as defined), by subgroup (as defined), who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined);</li><li>b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and</li><li>c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.</li></ul>
<b>9-12</b>	<ul style="list-style-type: none"><li>a) The number and percentage of participating students (as defined) who complete and submit the Free Application for Federal Student Aid (FAFSA) form;</li><li>b) The number and percentage of participating students (as defined), by subgroup (as defined), who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined);</li><li>c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students (as defined) who are or are on track to being career-ready;</li><li>d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and</li><li>e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.</li></ul>



# Selection Criterion E –

Continuous Improvement (30 points)

50

(E)(4) A *high-quality plan* to rigorously evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology.



# Selection Criterion F –

## Budget and Sustainability (20 points)

51

The extent to which--

(F)(1) The applicant's budget, including the budget narrative and tables--

- (a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and
- (b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and
- (c) Clearly provides a thoughtful rationale for investments and priorities, including-
  - (i) A description of all of the funds that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and
  - (ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments;



# Selection Criterion F –

## Budget and Sustainability (20 points)

52

(F)(2) The applicant has a **high-quality plan** (as defined) for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders, financial support, and a description of how the applicant will evaluate the effectiveness of past investments and use this data to inform future investments. Such a plan may address how the applicant will evaluate improvements in productivity and outcomes to inform a post-grant budget, and include an estimated budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.



# Agenda

53

## Part 1

- Overview of FY 2013 Race to the Top – District Competition
  - Background, Purpose, and Resources
- Overview of the FY 2013 Notice Inviting Applications (NIA)
  - Eligibility Requirements
  - Absolute Priorities
  - Selection Criteria
- Changes from FY 2012 Competition, Additional Resources and Questions



# Changes from FY 2012 Competition

54

- The priorities, requirements, definitions, and selection criteria in this document are almost identical to those used in the FY 2012 competition
- There have been three primary changes to the selection criteria from last year's competition:
  - Removal of the Optional Budget Supplement;
  - Reduction of the maximum and minimum amount of funding for which an applicant may apply; and
  - Removal of Selection Criterion (B)(5) Analysis of Needs and Gaps.



# Additional Resources

55

- ❑ Upcoming Technical Assistance Webinars: Budget, Consortia, and Application and Submission Details.
- ❑ There will also be Webinars to Answer Questions Submitted to the Email Box
- ❑ Submit questions by email to:  
[2013.racetothetop.district@ed.gov](mailto:2013.racetothetop.district@ed.gov)
- ❑ Information on future webinars, updates to FAQs, and any other resources will be posted at:  
[www.ed.gov/programs/racetothetop-district](http://www.ed.gov/programs/racetothetop-district)



# Questions

56

- Please feel free to send in technical, clarifying, or logistics questions through the chat function. As mentioned previously, we are unable to answer questions about a specific approach or individual proposal.
- We will not answer individual questions through the chat function; however the questions we will answer will be provided over the audio portion of the conference to all participants.
- We will be muting the line periodically while we review the questions submitted through the chat function. We will return momentarily.



# Questions



# **Ten Minute Break**

**One Minute Left Until We  
Resume the Webinar**



# Agenda

60

## Part 2

- Overview of the FY 2013 Notice Inviting Applications (NIA) (continued)
  - Competitive Preference Priority
  - Application and Program Requirements
- How the Pieces Fit Together
- Peer Review and Scoring
- Application Submission
- Intent to Apply
- Additional Resources and Questions

# Agenda

61

## Part 2

- Overview of the FY 2013 Notice Inviting Applications (NIA) (continued)
  - Competitive Preference Priority
    - Application and Program Requirements
- How the Pieces Fit Together
- Peer Review and Scoring
- Application Submission
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- Additional Resources and Questions



# Competitive Preference Priority –

Results, Resource Alignment, and Integrated Services (10 points)

62

To meet this priority, an applicant must demonstrate the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined), giving highest priority to students in participating schools (as defined) with high-need students (as defined). To meet this priority, an applicant's proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.



# Competitive Preference Priority –

Results, Resource Alignment, and Integrated Services (10 points)

63

To meet this priority, an applicant must--

- (1) Provide a description of the coherent and sustainable partnership to support the plan described in Absolute Priority 1 that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions;
- (2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both (a) educational results or other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and (b) family and community supports (as defined) results;

FAQ  
D-7

FAQ  
D-8

FAQ  
D-9



# Competitive Preference Priority –

## Results, Resource Alignment, and Integrated Services (10 points)

64

- (3) Describe how the partnership would--
  - (a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined);
  - (b) Use the data to target its resources in order to improve results for participating students (as defined), with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;
  - (c) Develop a strategy to scale the model beyond the participating students (as defined) to at least other high-need students (as defined) and communities in the LEA or consortium over time; and
  - (d) Improve results over time;
- (4) Describe how the partnership would, within participating schools (as defined), integrate education and other services (e.g., services that address social-emotional and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined);





# Competitive Preference Priority –

## Results, Resource Alignment, and Integrated Services (10 points)

65

- (5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined) by providing them with tools and supports to-
- (a) Assess the needs and assets of participating students (as defined) that are aligned with the partnership's goals for improving the education and family and community supports (as defined) identified by the partnership;
  - (b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports (as defined) identified by the applicant;
  - (c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students (as defined) and support improved results;
  - (d) Engage parents and families of participating students (as defined) in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and
  - (e) Routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems; and
- (6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

# Agenda

66

## Part 2

- Overview of the FY 2013 Notice Inviting Applications (NIA) (continued)
  - Competitive Preference Priority
  - Application and Program Requirements
- How the Pieces Fit Together
- Peer Review and Scoring
- Application Submission
- Intent to Apply
- Additional Resources and Questions



# Application Requirements

67

(1) State comment period. Each LEA included in an application must provide its State at least 10 business days to comment on the LEA's application and submit as part of its application package--

- (a) The State's comments or, if the State declined to comment, evidence that the LEA offered the State 10 business days to comment; and
- (b) The LEA's response to the State's comments (optional).

(2) Mayor (or city or town administrator) comment period. Each LEA included in an application must provide its mayor or other comparable official at least 10 business days to comment on the LEA's application and submit as part of its application package--

- (a) The mayor or city or town administrator's comments or, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment; and
- (b) The LEA's response to the mayor or city or town administrator comments (optional).

(3) Consortium requirements, e.g., type of consortium, signatures, memoranda of understanding

FAQ  
F-2

FAQ  
F-8

FAQ  
F-9

FAQ  
F-10

FAQ  
F-12



# Application Requirements: Consortium

68

Memorandum of understanding (MOU):

- Consortium applicants must also include with the application copies of all MOUs or other binding agreements that describe the consortium governance structure (as defined) and the individual LEA's role in the structure, as well as bind each member of the consortium to every statement and assurance made in the application.
- Each LEA must submit an MOU signed by the superintendent/CEO, local school board president, and local union/association president (where applicable) of that LEA. If any LEA has more than one local teachers' union/association, that LEA should submit the signature from either a representative of the "exclusive agent," or a signature from the chair of a union/association roundtable.



# Program Requirements

69

(1) An applicant's budget request for all years of its project must fall within the applicable budget range as follows:

Number of participating students (as defined in this notice)	Award range
2,000-5,000  or  Fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)	\$4-10 million
5,001-10,000	\$10-20 million
10,001-20,000	\$20-25 million
20,001+	\$25-30 million

The Department will not consider an application that requests a budget that is less than or greater than the applicable range of awards for the applicable number of participating students.

FAQ  
C-6

FAQ  
C-7

FAQ  
H-1



# Agenda

70

## Part 2

- Overview of the FY 2013 Notice Inviting Applications (NIA) (continued)
  - Competitive Preference Priority
  - Application and Program Requirements
- How the Pieces Fit Together
- Peer Review and Scoring
- Application Submission
- Intent to Apply
- Additional Resources and Questions



# How the Pieces Fit Together

71

- Narrative: The narrative describes how the applicant has addressed or will address that criterion or competitive preference priority.
- Goals and Performance Measures: For several criteria, the applicant is asked to provide goals, performance measures, annual targets, and/or baseline data.
- Evidence: Some criteria require specific information as supporting evidence; applicants may also include any additional information they believe would be helpful to peer reviewers in judging the applicant's response.



# How the Pieces Fit Together

72

- A. Vision (40 points)
- B. Prior Record of Success and Conditions for Reform (45 points)
- C. Preparing Students for College and Careers (40 points)
- D. LEA Policy and Infrastructure (25 points)
- E. Continuous Improvement (30 points)
- F. Budget and Sustainability (20 points)
- Competitive Preference Priority (10 points)



# Selection Criterion Example

73

## (A)(2) Applicant's approach to implementation (10 points) (Application page 29-31)

### (A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined) collectively meet the competition's eligibility requirements;
- (b) A list of the schools that will participate in grant activities (as available); and
- (c) The total number of participating students (as defined), participating students (as defined) from low-income families, participating students (as defined) who are high-need students (as defined), and participating educators (as defined). If participating schools (as defined) have yet to be selected, the applicant may provide approximate numbers.

*In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.*

*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the Sub-criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.*

*To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.*

*Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are “ambitious yet achievable.” In determining whether an applicant has “ambitious yet achievable” annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.*

(Enter text here.)

criterion

# Selection Criterion Example

74

## (A)(2) Applicant's approach to implementation (10 points)

### (A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined) collectively meet the competition's eligibility requirements;
- (b) A list of the schools that will participate in grant activities (as available); and
- (c) The total number of participating students (as defined), participating students (as defined) from low-income families, participating students (as defined) who are high-need students (as defined), and participating educators (as defined). If participating schools (as defined) have yet to be selected, the applicant may provide approximate numbers.

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*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the Sub-criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.*

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*Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are “ambitious yet achievable.” In determining whether an applicant has “ambitious yet achievable” annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.*

(Enter text here.)

criterion

definition

# Selection Criterion Example

75

## (A)(2) Applicant's approach to implementation (10 points)

### (A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined) collectively meet the competition's eligibility requirements;
- (b) A list of the schools that will participate in grant activities (as available); and
- (c) The total number of participating students (as defined), participating students (as defined) from low-income families, participating students (as defined) who are high-need students (as defined), and participating educators (as defined). If participating schools (as defined) have yet to be selected, the applicant may provide approximate numbers.

*In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.*

*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the Sub-criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.*

*To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.*

*Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are “ambitious yet achievable.” In determining whether an applicant has “ambitious yet achievable” annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.*

(Enter text here.)

directions

# Selection Criterion Example

76

## (A)(2) Applicant's approach to implementation (10 points)

### (A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined) collectively meet the competition's eligibility requirements;
- (b) A list of the schools that will participate in grant activities (as available); and
- (c) The total number of participating students (as defined), participating students (as defined) from low-income families, participating students (as defined) who are high-need students (as defined), and participating educators (as defined). If participating schools (as defined) have yet to be selected, the applicant may provide approximate numbers.

general

*In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.*

*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the Sub-criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the evidence can be found and provide a table of contents for the Appendix.*

*To provide a high-quality plan, the applicant should describe its goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.*

narrative  
response

*Peer reviewers will reward applicants for developing goals and activities that are "ambitious yet achievable." In determining whether an applicant has "ambitious yet achievable" goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower goals.*

(Enter text here.)



# Selection Criterion Example

77

## (A)(2) Applicant's approach to implementation (10 points)

### (A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined) collectively meet the competition's eligibility requirements;
- (b) A list of the schools that will participate in grant activities (as available); and
- (c) The total number of participating students (as defined), participating students (as defined) from low-income families, participating students (as defined) who are high-need students (as defined), and participating educators (as defined). If participating schools (as defined) have yet to be selected, the applicant may provide approximate numbers.

*In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.*

*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the Sub-criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.*

*To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.*

*Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are “ambitious yet achievable.” In determining whether an applicant has “ambitious yet achievable” annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.*

(Enter text here.)

evidence

# Selection Criterion Example

78

## (A)(2) Applicant's approach to implementation (10 points)

### (A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

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(Enter text here.)

plan

# Selection Criterion Example

79

## (A)(2) Applicant's approach to implementation (10 points)

### (A)(2) Applicant's approach to implementation (10 points)

The extent  
and sch

quality LEA-level

g schools

#### High-Quality Plan

*(High-Quality Plan is a defined term and can be found in Part XII of the Application)*

(as defined)  
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High-Quality Plan- means a plan that includes key goals, activities to be undertaken and the rationale for the activities, the timeline, the deliverables, and the parties responsible for implementing the activities.

Applicants should submit this information for each criterion that the applicant addresses that includes a plan.

Applicants may also submit additional information that they believe will be helpful to peer reviewers.



# Selection Criterion Example

80

## (A)(2) Applicant's approach to implementation (10 points)

### (A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

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(Enter text here.)

goals/  
perf.  
measures



# Selection Criterion Example

81

## (A)(2) Applicant's approach to implementation (10 points)

### (A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementation and school-level

#### **Ambitious yet Achievable Goals, Performance Measures, and Annual Targets**

*(As described in the Scoring Overview and Chart)*

In determining whether an applicant has ambitious yet achievable goals, performance measures, and annual targets, reviewers will examine the applicant's goals, measures, and annual targets in the context of the applicant's proposal and the evidence submitted (if any) in support of the proposal.

There are no specific goals, performance measures, or annual targets that reviewers will be looking for here; nor will higher ones necessarily be rewarded above lower ones. Rather, reviewers will reward applicants for developing "ambitious yet achievable" goals, performance measures, and annual targets that are meaningful for the applicant's proposal and for assessing implementation progress, successes, and challenges.

In the text

The narrative evidence must be located

To provide see Scoring will be higher

Peer review applicant submitted lower on

Recommendation

(Enter text)

goals/  
perf.  
measures

# Selection Criterion Example

82

## (A)(2) Applicant's approach to implementation (10 points)

### (A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined) collectively meet the competition's eligibility requirements;
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(Enter text here.)

narrative

**(A)(2) Applicant's approach to implementation (10 points)**

(Enter text here.)

[illegible]


# Tables

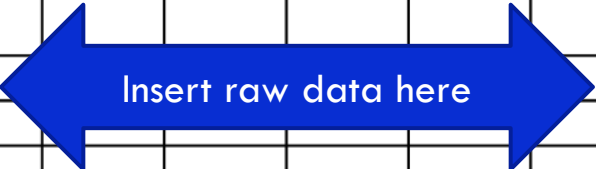
# Narrative text

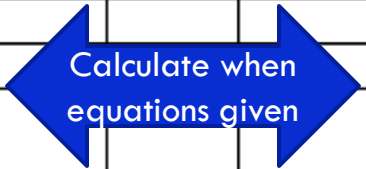
# Selection Criterion Example: Tables

84

## (A)(2) Applicant's approach to implementation (10 points)

<div>  </div>			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA (Column relevant for consortium applicants)	Participating School	Grades/Subjects included in Race to the Top- District Plan	# of Participating Educators	# of Participating Students	# of Participating high- need students	# of Participating low- income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
[LEA Name]	[Name of school] (If known at time of application)		#	#	#	#	#	#	%	%	%
[LEA Name]	[Name of school]										
[LEA Name]	[Name of school]										
	[Add or delete rows as needed]										
<b>TOTAL</b>											100%





# Selection Criterion Example: Tables

85

## (E)(3) Performance Measures – Required for all applicants (Application Page 53)

Here, you fill in the actual/baseline data in columns A-D and annual targets in the following columns. Reviewers will look for “ambitions yet achievable” targets. LEAs will report status against these targets in annual reports to the Department.

Subgroup	Highly Effective Teacher and Principal	Baseline [Provide Year]			Target														
					SY 2013-14		SY 2014-15			SY 2015-16			SY 2016-17			SY 2017-18 (Post-Grant)			
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
All participating students	Teacher	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%
	Principal																		
[Specific subgroup 1]	Teacher																		
	Principal																		
[Specific subgroup 2]	Teacher																		
	Principal																		
[Add or delete rows as needed]	Teacher																		
	Principal																		

Fill in subgroup

Insert baseline data here

Enter ambitious, yet achievable targets in columns D through R



# Selection Criterion Example

86

**(A)(1) Articulating a comprehensive and coherent reform vision (10 points)**

Criterion text here

**(A)(2) Applicant's approach to implementation (10 points)**

Criterion text here

**(A)(3) LEA-wide reform & change (10 points)**

Criterion text here

**(A)(4) LEA-wide goals for improved student outcomes (10 points)**

Criterion text here

*In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.*

*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.*

*To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.*

*Recommended maximum response length: Seven pages*

(Enter text here.)

**(B)(1) Demonstrating a clear track record of success (15 points)**

Criterion text here

*In the text box below, the applicant should describe its current status in meeting the criteria.*

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*Recommended maximum response length: Four pages (excluding tables)*

(Enter text here.)

**(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)**

Criterion text here

*In the text box below, the applicant should describe its current status in meeting the criteria.*

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*Recommended maximum response length: One page*

(Enter text here.)

**(B)(3) State context for implementation (10 points)**

Criterion text here

*In the text box below, the applicant should describe its current status in meeting the criteria.*

*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.*

*Recommended maximum response length: Three pages*

(Enter text here.)



# Application Assurance Example

87

(Application Page 17)

## Signature Block for Certifying Official for All Responses to Section V

Superintendent or CEO of Lead LEA or Legal Representative of Eligible Legal Entity (Printed Name):	
Signature Superintendent or CEO of Lead LEA or Legal Representative of Eligible Legal Entity:	Date:



# Application Assurance Example

88

(Application Page 23)

List of Individuals Who Have Signed MOUs Submitted with the Application				
LEA Name	Name of Superintendent or CEO who signed the MOU	Name of Local School Board President who signed the MOU	Name of Local Teacher Union or Association President who signed the MOU, where applicable <sup>1</sup> (write "N/A" if not applicable)	Where "not applicable," provide a rationale for why the signature is not applicable
1. [Add more rows as needed]				
2.				
3.				
4.				
5.				





# Agenda

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## Part 2

- Overview of the FY 2013 Notice Inviting Applications (NIA) (continued)
  - Competitive Preference Priority
  - Application and Program Requirements
- How the Pieces Fit Together
- Peer Review and Scoring
- Application Submission
- Intent to Apply
- Additional Resources and Questions



# Peer Review

90

- ❑ Grants will be awarded on a competitive basis to LEAs or consortia of LEAs. Applications will be reviewed and scored by a panel of peer reviewers.
- ❑ For each criterion, reviewers will assign points to an application. The Department has specified maximum point values at the criterion level.
- ❑ Applicants need not address every individual selection criterion. However, an applicant will not earn points for selection criteria that it does not address.



# Peer Review

91

- Reviewers will allot points based on the extent to which the applicant meets the criteria and the competitive preference priority, including existing track record and conditions as well as future plans.
- In making judgments, reviewers will consider the extent to which the applicant has a **high-quality plan** and ambitious yet achievable goals, performance measures, and annual targets.
- Reviewers will be assessing multiple aspects of applicants' proposals. It is possible that an applicant that fails to earn points or earns a low number of points on one criterion might still win a grant by earning high points on other criteria.



# Scoring

92

- ❑ About Assigning Points: For each criterion, reviewers will assign points to an application. The Department has specified maximum point values at the criterion level.
- ❑ The reviewers will use the general ranges below as a guide when awarding points.

Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
20	0-4	5-15	16-20
15	0-3	4-11	12-15
10	0-2	3-7	8-10
5	0-1	2-3	4-5

- ❑ The scoring chart on the next slide shows the maximum number of points that may be assigned to each criterion and to the competitive preference priority.

# Scoring Chart

93

	Detailed Points	Section Points	Section %
<u>Selection Criteria:</u>			
<b>A. Vision:</b>		40	19%
(A)(1) Articulating a comprehensive and coherent reform vision	10		
(A)(2) Applicant's approach to implementation	10		
(A)(3) LEA-wide reform & change	10		
(A)(4) LEA-wide goals for improved student outcomes	10		
<b>B. Prior Record of Success and Conditions for Reform</b>		45	21%
(B)(1) Demonstrating a clear track record of success	15		
(B)(2) Increasing transparency in LEA processes, practices, & investments	5		
(B)(3) State context for implementation	10		
(B)(4) Stakeholder engagement and support	15		
<b>C. Preparing Students for College and Careers</b>		40	19%
(C)(1) Learning	20		
(C)(2) Teaching and Leading	20		
<b>D. LEA Policy and Infrastructure</b>		25	12%
(D)(1) LEA practices, policies, and rules	15		
(D)(2) LEA and school infrastructure	10		
<b>E. Continuous Improvement</b>		30	14%
(E)(1) Continuous improvement process	15		
(E)(2) Ongoing communication and engagement	5		
(E)(3) Performance measures	5		
(E)(4) Evaluating effectiveness of investments	5		
<b>F. Budget and Sustainability</b>		20	10%
(F)(1) Budget for the project	10		
(F)(2) Sustainability of project goals	10		
<u>Competitive Preference Priority</u>	10	10	5%
	<b>210</b>	<b>210</b>	<b>100%</b>



# Agenda

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## Part 2

- Overview of the FY 2013 Notice Inviting Applications (NIA) (continued)
  - Competitive Preference Priority
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- Additional Resources and Questions



# Application Submission

95

- ❑ Applications must be submitted in electronic format on a CD or DVD, with CD-ROM or DVD-ROM preferred, by mail or hand delivery.
- ❑ We strongly recommend that the applicant submit three CDs or DVDs. Each of these 3 CDs or DVDs should include the following four files:
  - (1) A single file that contains the body of the application narrative, including required budget tables, that has been converted into a searchable .PDF document. Note that a .PDF created from a scanned document will not be searchable;
  - (2) A single file that contains all application appendices in a .PDF format;
  - (3) A single file in a .PDF format that contains all of the required signature pages. The signature pages may be scanned and turned into a PDF. Consortia applicants should also include all signed MOUs or other binding agreements for each LEA in the consortium; and
  - (4) A single, separate file of the completed electronic budget spreadsheets (e.g., .XLS or .XLSX formats) that includes the required budget tables and budget justifications.

Note: Length does not equal quality

FAQ  
I-3

FAQ  
I-4

FAQ  
I-7

FAQ  
I-10



# Application Submission

96

- Each of previously listed items must be clearly labeled with the LEA's or lead LEA's name, city, state, and any other relevant identifying information.
- Applicants must not password-protect these files.
- Additionally, please ensure that: (1) all three CDs or DVDs contain the same four files; (2) the files are not corrupted; and (3) all files print correctly.
- In addition to the electronic files, applicants must submit signed originals of certain sections of the application.
  - An individual LEA applicant must submit signed originals of Parts IV, V, and VII of the application.
  - An application from a consortium of LEAs must include signed originals of Parts IV, VI, and VII of the application as well as a signed memorandum of understanding from each LEA in the consortium.





# Application Submission

97

The Department must receive all grant applications **on or before** 4:30:00 p.m., Washington DC time, on October 3, 2013

## **Submission of Applications by Mail**

U.S. Department of Education  
Application Control Center  
Attention: (CFDA Number 84.416)  
LBJ Basement Level 1  
400 Maryland Avenue, SW.  
Washington, DC 20202-4260

## **Submission of Applications by Hand Delivery**

U.S. Department of Education  
Application Control Center  
Attention: CFDA Number 84.416  
550 12th Street, SW.  
Room 7041, Potomac Center Plaza  
Washington, DC 20202-4260

If the Department receives an application after the application deadline, we will not consider that application.



# Agenda

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## Part 2

- Overview of the FY 2013 Notice Inviting Applications (NIA) (continued)
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# Notice of Intent to Apply

99

- ❑ The Department strongly encourages each potential applicant to notify us of the applicant's intent to apply.
- ❑ Look on the Department's website to complete the brief web-based form by August 23, 2013
- ❑ For consortia, the lead LEA should complete this form on behalf of the consortium and list consortia members.
- ❑ At the time an Intent to Apply is submitted, applicants are encouraged to inform those who will be engaged in the design and development of their proposals



# Agenda

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## Part 2

- Overview of the FY 2013 Notice Inviting Applications (NIA) (continued)
  - Competitive Preference Priority
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# Additional Resources

101

- Upcoming Technical Assistance Webinars:
  - Applying as a Consortium: August 13, 2013
  - Application and Submission Details: August 27, 2013
  - Preparing the Budget: September 4, 2013
- Additional Webinars: *Answers to Questions Submitted to the Email Box.*
  - Following today's webinar, submit any additional questions to:  
[2013.racetohtop.district@ed.gov](mailto:2013.racetohtop.district@ed.gov)
- To RSVP or find more information on future webinars, updates to FAQs, and any other resources, please visit:  
[www.ed.gov/programs/racetohtop-district](http://www.ed.gov/programs/racetohtop-district)
- Successful FY 2012 applications are available on the Department's website:  
<http://www2.ed.gov/programs/racetohtop-district/awards.html>



# Questions

102

- ❑ Please feel free to send in technical, clarifying, or logistics questions through the chat function. As mentioned previously, we are unable to answer questions about a specific approach or individual proposal.
- ❑ We will not answer questions through the chat function. Instead, we will restate the questions and provide answers over the audio portion of the conference so that all participants can hear the information.
- ❑ We will be muting the line periodically while we review the questions submitted through the chat function. We will return momentarily.
- ❑ If you have questions that are not addressed during the webinar or in the FAQs, please submit them by email to [2013.racetothetop.district@ed.gov](mailto:2013.racetothetop.district@ed.gov).



# Thank you

103

- ❑ Frequently Asked Questions (FAQs):  
[www.ed.gov/programs/racetothetop-district](http://www.ed.gov/programs/racetothetop-district)
- ❑ Submit questions by email to:  
[2013.racetothetop.district@ed.gov](mailto:2013.racetothetop.district@ed.gov)
- ❑ Information on future webinars, updates to FAQs, and any other resources will be posted at:  
[www.ed.gov/programs/racetothetop-district](http://www.ed.gov/programs/racetothetop-district)